



Brunswick House
Primary School



**Developing Staff
at Brunswick House Primary School**

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At Brunswick House Primary School, we recognise and value the impact high quality and targeted staff development can have on the outcomes for our pupils. as it is fundamental in providing our pupils with the best possible education and well trained teachers. Early Career Teachers (ECT's), trainee teachers and established staff learn side by side; everyone is provided with weekly training to develop excellence and ensure high standards. All staff also participate in regular professional development through a programme of INSET days throughout the year.

Early Careers Teachers

Teachers starting induction on or after 1 September 2021 are known as 'early career teachers' (ECTs). ECTs now serve an extended induction over 2 school years. During their induction period, they are entitled to:

- a 2-year training programme based on the [early career framework](#)
- support from a dedicated mentor
- time off timetable for induction activities, including training and mentor sessions
- regular progress reviews and 2 formal assessments against the [teachers' standards](#)

The end of an ECT's induction period is still marked by a decision as to whether the teacher's performance meets the teachers' standards.

ECT pay progression

The 2-year induction has no adverse impact on ECTs' pay or career progression opportunities. ECTs are still able to progress on the pay scale both during and after induction.

ECT induction

The responsibilities of school leaders, induction tutors, mentors and ECTs are set out in the [statutory guidance on ECT induction](#).

Guidance on training based on the early career framework (ECF)

- [how the ECF supports induction](#)
- [funding and eligibility for ECF-based training](#)

Additional guidance on ECF-based training for

- [school leaders and induction tutors](#)
- [ECTs](#)
- [mentors](#)

If a transitional ECT has not completed their induction by 1 September 2023, they do not need to start induction again. Instead, they must complete what remains of a 2-year induction. The ECT should be given access to ECF-based training, mentor support and other statutory entitlements in this case.

Induction

All teachers (including newly qualified teachers) and support staff new to the school will have a comprehensive induction period. (See the Induction Policy).

Planning Time

Well-planned staff development will bring more benefits to the school than ad hoc measures. Sufficient time is needed to allow for sound planning and promotion of staff development, which is in line with the school's strategic aims, meets specific needs effectively, and enables innovation in staff development. Further, when new initiatives or significant changes are being planned, such strategic plans need to have explicit staff development goals and action plans built in to ensure the required development of staff.

Performance Management/Appraisal

Early Career Teachers take part in the performance management system during their second and subsequent years at the school. All staff are part of this system from joining the school. Each year, every member of staff will have an agreed plan, with SMART targets set. This plan, and its annual review, helps each person and their appraiser, to identify the skills, knowledge and actions necessary to meet the demands of their job and prepare them for future opportunities. All staff are expected to keep a bank of professional evidence for these targets. All new staff will serve a 6-month probationary review period. Their line manager will meet with them to discuss performance and any individual needs. Detailed feedback on progress will be provided, but if performance is unsatisfactory and unlikely to improve, the school reserves the right to cancel the contract at any time during the probationary period. Every opportunity to correct any shortcomings however, will be afforded to the employee.

Expectations, Opportunities and Mentoring

Clear job descriptions ensure that staff understand what their job involves. Every individual is supported to perform their current job well, and in the case of teachers, they are expected to meet the DfE Teaching Standards. Staff receive relevant training to ensure they are prepared and equipped for opportunities created by changes in the school, these will be delivered both in-school and by outside training providers. Each individual is supported to develop his or her potential, both personally and professionally.

Staff will be encouraged to develop their skills, knowledge and expertise to achieve success in specific future roles e.g. teachers training for subject leadership, middle or senior leadership. Every year, the school offers to fully fund up to 2 NPQ qualifications. Staff apply for these in advance, clearly outlining what area of 'Quality of Education' they wish to focus on. Once enrolled, each NPQ participant has a dedicated Brunswick House mentor/coach for the duration of the course.

Where opportunities arise for support staff to become an HLTA2, the school will invite any support staff to apply for the role via the school's usual recruitment procedures. Teaching assistants who are appointed to this role will be fully funded by the school to complete the HLTA2 accreditation. They will also be assigned a mentor/coach.

Those with managerial and/or leadership responsibilities have a duty to

- Support staff to develop their performance and effectiveness
- Provide staff with the information necessary to perform their job to the best of their abilities
- Coach staff in how best to equip themselves for their current and future roles

The role of the Deputy Headteacher responsible for staff development is to ensure that mechanisms and opportunities exist at an appropriate standard and cost.

Staff Responsibilities

The process of development is most effective when each person takes responsibility for their own progress.

Prime responsibility for learning rests with the individual, in partnership wherever possible, with those who have managerial responsibility for that person's area of work.

Coaching

Coaching is a tool that is used as part of the staff development process. SLT are actively committed to coaching their team/s.

Resources

Staff development resources are allocated in the following order:

1. School Development Plan priority
2. Subject/Working Party action plan/s
3. New job specifications
4. Focus Groups whose members may need to be supported by staff development resources e.g. Team Teach
5. Personal and professional needs emerging from performance management targets
6. Interviews for posts may highlight individual staff training needs.
7. Leadership development

Any system of allocating resources needs to have:

- a focus on school needs
- an equitable distribution of opportunities for staff where appropriate
- a formalised link to the performance management system
- a planned future use
- a framework for dissemination of skills and knowledge acquired and evaluation of that training

Existing Staff Expertise

Using in-house expertise is cost effective for the school, it also serves as a way of publicly recognising valuable staff and enhances the sense of the school as a professional community. Seeking out and developing in-house expertise in both content and delivery can enhance these benefits. Staff that attend CPD will be expected to provide feedback to their colleagues.

Monitoring and Evaluation

The Deputy Headteacher for Staff Development has overall responsibility for the Induction Policy.

Additional Support

All staff will be given a Staff Handbook and be provided with a specific job description. New staff will be given an induction checklist and introduced to a "buddy" with knowledge of their key stage to support where appropriate and to assist with the social integration of the new member of staff.

RRSA Article 3: The best interests of the child must be the top priority in all decisions and actions that affect children.